

SUPPORTING THE PARTICIPATION OF WOMEN IN DEMOCRATIC SPACES,
POLICY AND DECISION MAKING PROCESS IN ALL LEVEL

TRAINING MANUAL FOR TRAINING OF TRAINERS'



JANUARY 2019

"If Women voices cannot be heard, their needs and aspirations will not be met"

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ABBREVIATIONS & ACRONYMS

WEL- Women Empowerment Link

CCE-CC- Community Capacity Enhanced Community Conversation

TOT- Training of Trainers

CBO's-Community Based Organizations

FBO- Faith Based Organization

NGO- Non- Governmental Organizations

CEDAW-

CoK- Constitution of Kenya

MoA- Move on Afrika

ACKNOWLEDGEMENT

This Training Manual was prepared by a team of consultants from Move on Afrika led by Edwine Ochieng as the Policy & Advocacy Specialist & Francis Oyoo as the Training Coordinator. The organization is a Community Based Programme Development and Consultancy firm working with; NGOs, Public & Private Sector entities, FBOs and CBOs. We collaborate with our clients to assist them implement technical solutions for programmes/project in the most effective and efficient ways possible.

The organization was Contracted by Women Empowerment Link to Develop the manual that will be used in the training in supporting the participation of women in democratic spaces, policy and decision making process in all level within Transformative Leadership Programme. The content of this material engages the mind of the participants as to why women have increasingly participated in the political process as voters, but the political process itself tends to restrict women's participation, limiting them as voters or as campaigners and not taking enough account of their voices as women, their experiences, their values and their demands. It starts by engaging the ToT's on how to engage the community and eventually become great advocates for inclusive leadership.

The MoA team would like to extend sincere gratitude to all the staff of WEL led by Programme Coordinator, Mr. Omiti and Programme Officer, Julian Ngoiri for their support. We hope that this Training Guide will be a useful resource that will help WEL steer their dream of engaging the community in Inclusive Leadership

Yours sincerely,

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Project Background

The global concern that women should play a more active and visible role in decision making, particularly in public, was clearly articulated in the twelve critical areas of most concern to women in the Beijing Platform for Action¹

Under the Transformative Leadership Programme, WEL has been working towards promoting women's participation in politics and governance. This has been through capacity building for aspirants, elected and nominated women leaders, movement building at community level and policy advocacy at county and national level. WEL is initiating a three-year pilot project that is geared towards strengthening inclusive leadership through three objectives of:

1. Enhancing the capacities of women to perform within the county assemblies
2. Increasing public support for women leadership and governance amongst community members through community conversations to influence gender sensitive reforms
3. Enhance evidence-informed policy making and knowledge management to influence gender sensitive policy reform

Training Manual Description

Women Empowerment Link (WEL) is a nonprofit, nonpartisan non-governmental organization that has been working in Kenya for the last eleven years. WEL's core mandate and objective is to empower women and girls to realize their full potential, worth, and strength politically, socially and economically, Under the Transformative Leadership Programme.

WEL in partnership with Bread for the World is implementing the Strengthening Inclusive Leadership project. Under the transformative leadership, WEL targets to enhance capacity of community members to promote participation of women in democratic spaces by Community Capacity Enhancement through Community Conversations (CCE-CC) to help in changing attitudes towards women in politics and decision making positions.

Holding public office is only one way of participation in politics. Women are the majority of voters and they exercise their right to vote more consistently than men. It is therefore important that they know their rights and are educated to use their votes wisely. Women are the backbone of community groups and Non-Governmental Organizations (NGOs), which are one of the major ways in which people participate. Without NGOs and community groups providing services, advocating changes, representing groups of people, inventing new policies and programmes and checking up on what governments are doing, democracy would not survive. Enhancing women's participation in formal and informal political decision-making is the essence of political participation.

Any effort to encourage and promote the human rights and political participation of women fall on the constitution. The new constitution guarantees basic principles of equality and therefore should be encouraged and upheld. However this would not be achieved if women will not wake up to

¹ *The Gender, Research and Documentation Centre and the Political Science Departments of the University of Sierra Leone in collaboration with the 50/50 Group of Sierra Leone*

take up leadership position in elections. Lack of women's' participation in decision making hinders sustainable economic development and the achievement of the Sustainable Development Goals particularly on poverty eradications.

This manual targets the ToT's selected from the different wards within the three Counties of Kitui, Bomet and Kirinyaga. The facilitators will be training county trainers from their respective wards

Purpose and Objectives

This manual is a tool aimed at facilitating the training geared towards supporting the participation of women in democratic spaces, policy and decision making process in all level. The approach is through Community Capacity Enhancement (CCE) Methodology process through community Conversations. This is a socially transformative approach that galvanizes communities to address the underlying causes of underdevelopment and vulnerability such as gender issues, marginalization in leadership. This will result into the development of an informed and engaged community so that public perception about the role of women in democratic governance is more balanced.

Objectives

The main objective of this project is to promote public support for women's leadership through facilitated community conversation that will result in the development of an informed and engaged community so that public perceptions about the role of women in democratic governance are more balanced. The manual aims to introduce the concept of Community Conversations to the participants. It is also very important for the citizens to be aware of how the following issues will be addressed: power sharing, transparency and accountability, relationship that exist between the central government and the county government and the overall implementation of the new constitution. This will encourage and enable the people to understand and participate in the process of devolution.

Content of the Manual

1.1.1 Training facilitators

Training of Facilitators or Trainers (TOT) is a training course that is designed and conducted specifically to provide participants with knowledge and skills to be effective trainers. A TOT course is frequently used to raise the facilitation skills of people with technical knowledge and skills.

This manual is aim at building the capacity of trainers of trainers as well as community-based facilitators on the issues of inclusive leadership. It is expected that during the training and capacity building process the community will it very useful and resourceful.

Exercise 1: Organization of the Module

Module	Description
First module	Facilitation skills for ToT's necessary to facilitate in the community. Topics to be covered: Characteristics of a good trainer; Different ways of encouraging participation: Community Entry; Effective communication skills especially at the community level: Reporting/ report Writing skills

Second module	Community Capacity Enhancement (CCE)Methodology: Understanding of the tenets of CC: To introduce the concept of Community Conversations to the participants: Guiding Principles Of CCE; Steps in Facilitating Community Conversations: How to generate and nurture community conversations ;tools used in a Community Conversation
Third module	Leadership skills & effective participation in decision making: imparting the participants with the effective skills for a good leader; the content will cover; Definition of leadership; Different Leadership Styles;; Qualities of an Effective Leader ; Eligibility for Leadership ; Choosing Leaders ; Chapter six of the constitution
Fourth module	Equal Representation: enabling the participants to have a general understanding of GENDER CONCEPTS by highlighting with in-depth understanding of: Gender Socialization & Culture; What is Gender? ; How would you define gender and sex? What is Gender Analysis? What is Gender Equality? What is Gender Equity? What is Gender Mainstreaming? What is a Gender Transformative Approaches?
Fifth modules	Strategies for Advocacy, Lobbying and Campaigning for women: tips for campaigning effectively and how to target relevant audiences are given. Explaining how to communicate campaign messages and who to target.
Sixth Session	Breaking the Barriers and Empowering Women: provides guidelines on how to present: Breaking the Barriers: It describes the main barriers that prevent women from participating and goes on to identify ways of breaking those barriers and increasing women’s participation in democratic politics.

Workshop Duration

The workshop is designed to be carried out over a period of two days. An example of a workshop program, which can be adopted and adapted to suit participants’ profiles and availability, is provided in the annexes

Workshop Approach

The manual use approaches and methods that are used in any good training workshop. The strategies suggested in the manual have been carefully selected. They are explained in some sections so that facilitators will be aware of the importance of the process.

The approach applied throughout is participatory. This implies that all the participants should actively engage in learning. The emphasis is on active learning and learning through experience. This method will enable them to find out things for themselves through discussions. Moreover participatory sessions help to overcome the problem of different learning abilities. We believe in the saying of the Chinese proverb:

*What I hear, I forget
What I see, I remember
What I do, I understand.*

Participants are expected to be working individually, in twos, threes and in groups and they should try to work with different people each time. People must be given the chance to try things out for themselves. It is important to note that the content and the process are important. The ToT’s will be expected to facilitate similar training sessions with community

Intended Audience

The manual is targeting to facilitate the County resource person to conduct CCE-CC sessions in collaboration with local CBO's across the three targeted Counties of Kitui, Bomet and Kirinyaga. The target is to reach 20,000 community members during the project period.

Workshop Facilitation

As a facilitator, main role is to make effective use of the materials suggested in this manual in leading sessions. As part of running the course; the facilitator is someone interested in and committed Supporting the Participation of Women in Democratic Spaces, Policy And Decision Making Process in all level, a role model, so that your own values, attitudes and circumstances become valid to the course. So, for example, a facilitator needs to be sensitive to, and understand, the doubts and fears participants might have.

Training Methodology

Workshops should begin with a preliminary exercise aimed at demonstrating in deed low participation of women in leadership has greatly affected the development of many communities especially in Kenya. This exercise is then used to lay out the framework of the training manual in a brief presentation of the "workshop road-map."

Each of the six modules includes at least one PowerPoint presentation followed by hands-on activities and/or case studies. Samples of PowerPoint presentations are provided in the annexes for facilitators' use or adaptation as appropriate. Copies of the relevant presentations and handouts should be distributed to participants at the beginning of each session.

A variety of training methods and training materials are used to encourage active participation and meet the learning needs of a diverse population. Trainers use activities, role plays, debates, discussions, and lectures

At the end of each session, key points will be summarized and recorded on flip charts. Where activities are scheduled, the facilitator will explain the process and organize the working groups, ensuring that group composition always varies so that all participants get to interact at least once during the workshop. Throughout the workshop, the facilitator or team of facilitators should ensure that the delivery process is participatory. Principles of adult education need to be applied including making use of participants' experiences and insights whenever possible.

Participants' Expectations from the Workshop

Say, although we have some set aims and objectives of the workshop, in this session, it is important to find out what you expect to get out of the workshop. Start by asking each participant to use a magic marker and write three expectations on three separate cards (if the group is large, you may want to reduce this to two or even one) or post-it notes boldly, and then pin them on the board. Ask for a volunteer to read through all the cards. Now agree on broad headings with them like: "learn how to lobby", "learn about how to campaign" etc. Write these out on large cards under each relevant heading. Even though it is advisable to prepare some headings beforehand, make sure that headings are derived from participants' lists. Please try not to impose your own ideas on the workshop expectations!

Evaluation of Sessions

Evaluation is a vital but often neglected part of any training event. Training is an expensive undertaking. It makes sense therefore that the training session is evaluated to highlight attitude or behavior changes or whether any learning has taken place.

At the end of the day the team will be evaluating the training. Evaluation forms have been printed and placed in the folders. The exercise is confidential. Participant's honest views will help us improve on future workshops.

Introduction Session

- ✓ Stating the Aims and Objectives of the Workshop
- ✓ Workshop Program

Session Objectives	<ul style="list-style-type: none">• Encourage participants to interact• Build consensus on workshop objectives and expectations• Involve and encourage the participants to understand the involvement of women in political leadership leads to inclusive leadership
Content	<ul style="list-style-type: none">• Workshop objectives• Participants' introductions• Manual Road Map–Set up the framework of the workshop program
Handbook	Workshop Program–Copy of Training manual
Format	Open circle discussion and exercise followed by PowerPoint presentation
Session Outline	Opening statement/Welcome address Review of workshop objectives: 15 minutes Participants' introductions: 30 minutes Exercise: 35 minutes Presentation of workshop road map and program: 15 minutes Total: 90 minutes

Activity 1: Exercise for Demonstrating Activity

MODULE 1: FACILITATION SKILLS FOR TOT'S

Session 1: Characteristics of a good trainer

Objective: To enable participants to adopt interactive facilitation skills appropriate for adults in the community

To be a good trainer you should have the following qualities and attributes: ²

- ✓ **Be well organized:** Read the trainers guide before training so that you are well prepared and know how to handle your sessions.
- ✓ **Practice beforehand:** Know how to conduct the sessions in the local language. You will have to get used to translating phrases.
- ✓ **Be friendly:** Make everyone feel comfortable and part of the group.

² Trainer's Manual for Community Managed Water Supplies in Kenya

- ✓ **Be observant:** As well as listening closely, pick up information about the situation from non-verbal cues.
- ✓ **Use open questions:** these are questions that encourage people to give their own opinions, rather than a —yes/noll or single response. Example —what problems do you have with your water sources? or
- ✓ —How can you raise money for the new facility? These questions facilitate open discussion. They allow people to express their own ideas and find their own solutions without fear of giving a wrong Answer
- ✓ **Wait for responses:** Give people time to think and come up with an answer. Do not bombard them with more questions.
- ✓ **Do not rush:** Find the pace that people feel comfortable with.
- ✓ **Do not do all the talking:** Remember your job is to ask questions and get participants to do the talking
- ✓ **Encourage everyone to contribute:** Make eye contact, use hands, walk close to shy people and use names. Try to draw out the silent and control the talkative.
- ✓ **Use minimal encouragers:** – —yes I see And then? Tell me morell they help to keep the person talking.
- ✓ **Listen actively:** Use eye contact and body language. Praise and encourage but do not over praise.
- ✓ **Re-phrase:** briefly restate what people say in your own words, to make sure you have heard and understood. When you rephrase make sure to do two things – 1) verify with the speaker if you have understood correctly, and 2) see if others want to add something.
- ✓ **Be gender aware:** Encourage women to be active in the discussions.
- ✓ **Probe:** Do not be satisfied with one answer. Ask follow up questions to explore issues and make it clearer – —Why? What else? ... Tell me more. Can you explain further?
- ✓ **Redirecting** is a way of building on one person's answer in order to get others involved in the discussion. Example: —She said..... What do others think?
- ✓ **Watch level of participation:** Look around and see who is participating and who is left out. Are people still interested?
- ✓ **Summarize:** Restate what people have said in a simple, brief form. This will make it easier for people to contribute.
- ✓ **Watch the energy level:** Look for signs of tiredness or boredom. When people get tired, change the activity, introduce a song, or take a break.
- ✓ **Be a good time manager:** Estimate how much time each activity takes, watch the time and set an appropriate pace for the group;
- ✓ **Be flexible in planning:** Create an atmosphere of flexibility, creativity and experimentation and develop insight into the learning process of the participants while using time efficiently to organize learning situations in a good sequence;
- ✓ **Be open and self-reflective:** Be open to feedback from the participants about the way you work and take time to examine your own attitudes, values and ideas.

1.1.2 Skills of a good facilitator

- ✓ Effective communicator
- ✓ Have some background knowledge about the participants
- ✓ A good listener and is willing to learn
- ✓ Uses visuals and actively involves learners -'I hear and I forget; I see and I remember; I do and I understand,' Confucius
- ✓ Focuses on learner needs and learning process in addition to content
- ✓ Builds on the strengths of learners
- ✓ Identifies and acknowledges participants' expertise

- ✓ Works with participants to determine what information and skills are needed
- ✓ Focuses on alternative solutions to real-life problems
- ✓ Develops activities that allow participants solve problems, e.g. break up groups
- ✓ Asks open-ended questions that appeal to cognitive, affective and applications

1.1.3 What a facilitator should avoid?

- Prejudicing or possessing a negative attitude towards people
- Using complex terms while communicating with participants
- Projecting one's own ideas all the time
- Lecturing or teaching

Session 2: Different ways of encouraging participation: Community

Objective:

There are various different techniques to get information from a group and encourage participation. Whilst some are better for certain situations and according to group size and sensitivity of issues being discussed it is probably best to try to vary techniques to keep the sessions as exiting and interesting as possible:

Use warm-ups and energizers: Warm-ups and energizers are not training techniques but they form an essential part of training. They are used to change the tempo of a session and encourage participants to move about and relax after spending time sitting in a discussion. Energizers should be active and humorous. Always be aware of the mood of the participants

Use of questions during training: The effective use of questions is one of the most important skills needed by trainers. By asking questions, you help the participants to think for themselves and it stimulates a process of discovery. If participants think about a problem and come up with an answer themselves, they are much more likely to remember the information than if you just told them that information as the trainer.

Use practical instruction: Practical instruction is used to teach participants a skill, such as how to service a diesel engine or how to repair a hand pump. Practical instruction is based on the principle that people learn by doing. Practice time for every participant forms a major part of the training session.

Use discussions, hum groups and buzz groups: There are various types of discussion techniques used in participative training courses. The most common are the paired discussion (sometimes called a hum) and the group discussion (sometimes called a buzz group). A paired discussion involves dividing participants into pairs and asking them to discuss a problem or task such as: —*List the factors that limit the availability of borehole spare parts in your area of operation*ll. During the plenary discussion for both hum and buzz groups you as the facilitator should ask probing questions to stimulate debate, share experiences and encourage participants to come to a consensus on issues, or agree to differ

Encourage brainstorming: One type of discussion method is brainstorming. This is a lively method used for gaining a rapid overview of participants' knowledge or ideas on a particular issue. A brainstorm should be run in 10-15 minutes. It is used to switch to a new subject; examine a

subject very broadly; obtain 30-40 ideas quickly and to create a lively atmosphere and wake people up.

Use the debate: The debate is useful for encouraging participants to think for themselves and identify key points for and against a particular issue. The participants also have to work as a team, decide which points to present during the debate and select a speaker to forward their views. An example of a debate can be technology choice between a solar powered or diesel powered water pump.

Come up with plays and drama for participants: Plays and drama are extremely useful training techniques because they can be used to focus on real-life problems in an active way, especially where participants are encouraged to act out issues themselves. For example problem plays are used specifically to pose a problem or issue. A short play depicting a problem and lasting only two to three minutes is enacted at the beginning of the session. Participants are then asked to draw out and analyze the causes of the problems, discuss how it related to their life situation and then to suggest solutions or strategies for tackling that problem.

Use games: Games can be used to raise issues about behavior and attitudes, such as how people behave in groups, conflict resolution, cooperation and team work. Games can also raise participants' awareness about how their behavior as individuals and as a group affects others in both a positive and negative way. The session should be structured with clear objectives and key learning points drawn out.

Session 3: Community Entry

Community entry refers to the process of initiating, nurturing and sustaining a desirable relationship with the purpose of securing and sustaining the community's interest in all aspects of a programme. Community entry refers to the process, principles and techniques of community mobilization and participation. This involves recognizing the community its leadership and people and adopting the most appropriate process in meeting, interacting and working with them³.

1.1.4 Preparations Made Before Entry

- Form a reconnaissance team which is a team which spy.
- read about the community (read annual report from the any department or from our serious *or special report, disease duration report, newspapers health journals)
- collect informal information about the community (this is done through interview with individuals, through focus groups discussion, through mapping, contact opinion leaders, through house to house census)
- Transect walk and observation.

1.1.5 Critical Actions in Community Entry

- Identify the community by gathering information through formal and informal means.
- Reading from available literature

³ MOH/GHS (2002) *Community Mobilization and Participation Training Manual; Community-Based Health Planning and Services.*

- Talking to knowledgeable people:
- Informal sources such as market places, drinking bars, funerals, festive occasions etc.
- Identify the leadership
- It is very important to recognize the position and roles of the community leaders in order that they will help the community health officer to develop ways in seeking their co-operation and support for programme Implementation. In meeting with chiefs and their stool/skin elders, it is important to schedule meeting, times to suit the convenience of the traditional leaders. Follow protocol;
- Meet the paramount chief first and discuss your mission e.g. to know the history of the community and new health programme.
- Meet elders also if possible.

1.1.6 What are the strategic steps involved in community entry

- Conducting field analysis for the cultural, social, political and economic factors of targeted community
- Developing of needs analysis of the market
- Verifying level of competition of targeted community
- Production of Products (pilot stage)
- Designing the entry strategy
- Feedback
- Verifying needed level of production and size based on the feedback

Session 4: Effective Communication

1.1.7 Introducing topic of effective communication

Many women politicians fail to invest sufficient attention to establishing systems for effective communication between them and the political parties which sponsor them to participate in elective positions. The net result is that poor communication becomes an impediment to the efficient ways of winning those elections

Objective

To build the understanding and skills of the women in effective communication to enhance their chances of being in leadership

Outputs

Participants are able to distinguish what makes effective communication

Role Play:

A father is busy working in his workshop. He wants to straighten out a piece of iron sheeting („*mabafi*”) but he is unable to do it alone hence he needs somebody to assist him straightening the iron sheet by hitting it with a hammer while he himself is holding. He shouts to his timid son to come and help. Father says to the son “**When I nod my head, hit it hard and fast?**”

He places the iron sheet on a wooden/metal bench and holds it with pliers then goes ahead and nods his head as anticipated by the son. After the sign the boy hits the father’s head hard instead of the iron sheet.

Discussion

1. What did you see?
2. What did you hear?
3. What happened?
4. What should the father have done?
5. What does that tell us about communication?

Conclude the discussion by saying – “communication is what is heard and not what is said”.

1.1.8 Supporting Information

Communication is the passing of information from the mind of sender to a receiver through a channel with feedback. Other scholars call it the creation of understanding between a message sender and receiver. However, communication takes different forms in different contexts.

Terminology

- **Source/Sender:** The person initiating the communication process and who has information they want to pass
- **Message:** Content of the information
- **Channel:** The means through which the message is passed (Baraza, Mass communication media, word of mouth, letter etc.)
- **Receiver:** The person to whom the message is passed
- **Feedback:** Response of the receiver to the message

Communication is a central part of our lives. Verbal or written, or even non-verbal communication is essential to almost everything we do. You communicate your thoughts, your feelings, and your desires. You communicate whether and by how much you like, respect and trust a person. You communicate happiness, uncertainty, delight, and confidence.

Communication is an important tool in managing groups and conflicts. Effective communication skills tend to hold the community together. Free sharing of information is critical to the development of high performing teams. Where information is controlled and manipulated, mistrust and suspicion usually arise.

Some effective channels of communication and information sharing include:

- ✓ Public rallies or barazas
- ✓ Workshops and seminars
- ✓ Drama/role plays
- ✓ Interpersonal and informal interactions
- ✓ Person to person contacts
- ✓ Pictures/posters/charts/billboards
- ✓ Audio visual aids e.g. film shows

1.1.9 Why the communication process sometimes fails

- ✓ Some of the communication barriers include: Background, clanism, personality, age difference, feelings, language barrier, attitude, education, rumours, sabotage, poor planning, ignorance, environment, hatred, different status, class differences, and prejudice.

- ✓ Misunderstanding of message due to: poor listening/receiving, using wrong media, and misinterpretations of message, choosing wrong audience, usage of didactic format instead of participatory kind of communication, wrong assumptions, different perceptions, lack of interest, poor organization, cultural differences, distortion of the communication, personal interest, economic differences, competition.

This is the Summary of this session:

1. One – way (monologue) communication of telling others what to do cannot lead to mutual understanding;
2. Communication is not effective unless people are talking about the same agenda;
3. Communication cannot occur unless people listen to what is being said;
4. Dialogue (two – way) communication is brought about by listening to ideas and opinions of others through orderly discussion.
5. Showing interest in the subject of discussion and exchanging views facilitates communication.
 - a. In group discussions dialogue is the only sure way of achieving mutual understanding or learning from one another.
 - b. Group members and leaders need to use and practice dialogue for decision making in groups.

Session 5: Reporting/ report Writing

1.1.10 Discussing Report Writing

The facilitator should ask participants to name some of the reports that they have prepared in their life? Using the responses, the facilitator should provide a brief presentation on the purpose of reports and how to prepare a good report.

Reporting is a form of communication. Reporting is the means (verbal and written) of keeping all stakeholders informed.

Regular reporting is critical for community development projects. Why should this be planned? Regular reporting on projects of an organization helps to capture and document data and lessons as they happen. Reports also provide a window into the project for people outside the project. What should be included in a project report? Discuss.

When writing a report one should always have in mind the audience of the report and what will be useful for them. It is important to ask:

What is the objective or purpose of the report?

- ✓ Content of the report, i.e. what information is contained in the report?
- ✓ Addressee of the report i.e. who the report is written to?
- ✓ Areas of interest to be covered i.e. what should be included in the report?
- ✓ What should be the key headings and sub-headings?
- ✓ What should be the source of the information?

1.1.11 Tips for Report Writing

- Take the Readers" Seat: Design your writing for readers who do not have too much time to read and no time to waste;
- Put the bottom line on top. Start with one of these: conclusion, action request, recommendation, and summary/overview

- Brainstorm/Sort/Prioritize: Your reader wants structure. Common structural systems go from; general to particular, most important to least important; comparison and contrast; process or time sequence, or a combination of any of the above.
- Package your products for the eye: Use visual tools to communicate: headings, short paragraphs, bullet lists and white spaces
- Use simple Words: utilize = Use; Commence=start; escalating = rising; terminate = stop
- Dump dead words: afford an opportunity – allow; for the purpose of – to; subsequent to – after
- Go for the verb: change the verb-nouns to pure verbs: e.g. impose a requirement = require; establish a reduction – reduce; make a decision – decide; undertake a study – study.
- Go for the Active Voice: A proposal was reviewed by the committee - the committee reviewed a proposal; the concept was created by us – we created the concept.
- Avoid long sentences – Give your readers a break. If a sentence runs more than three lines, break it into two.
- Edit yourself: Best times: an hour or a day after you write; there is no such thing as a perfect first draft.

Session 6: Citizen Participation in Decision Making

1.1.12 Rationale for Policy Guidelines on Participation

The New Constitution lays the basis for the development of a policy framework on citizen participation. Key provisions pertaining to this are:

a) Article 1 (4), that Sovereign power of the people is exercised at the (a) National level and (b) the county level

b) Article 6 (2), the governments at the national and county levels are distinct and inter-dependent and shall conduct their mutual relations on the basis of consultation and cooperation.

c) Article 174, the objects of devolution are to (c) give powers of self-governance to the people and enhance their participation in the exercise of the powers of the State and in making decisions affecting them (d) recognize the rights of communities to manage their own affairs and to further their development

(d) Article 184 (1), which states that National Legislation shall provide for the governance and management of urban areas and cities and shall in particular (c) provide for participation by residents in the governance of urban areas and cities.

e) Article 196 (1), which states that a county assembly shall conduct its business in an open manner and hold its sittings and those of committees in public, and facilitate public participation and involvement in the legislative and other business of the assembly and its committees.

f) Article 232 (1) on the values and principles of public service which include: (d) involvement of the people in the process of policy making and: (e) accountability for administrative acts and (f) transparency and provision to the public of timely and accurate information.

(g) Fourth Schedule Part 2 (14) which stipulates that the functions and powers of the county are to ensure and coordinate the participation of communities and locations in governance at the local level. Counties are also to assist communities to develop the administrative capacity for the effective exercise of the functions and powers and participation in governance at the local level.

MODULE 2: COMMUNITY CAPACITY ENHANCEMENT (CCE) METHODOLOGY THROUGH COMMUNITY CONVERSATION

Session 1: Facilitated Change Process in the community to enhance women participation in leadership.

The philosophy behind the framework is that communities have an inherent capacity to care, change and sustain hope in the midst of their challenges

Objective:

1. Enhanced skills in applying the CCE-CC principles and methodology in the community to enhance inclusive leadership.
2. Community decisions reflect active participation by all.
3. Communities develop a voice to support women in leadership and government authorities listen to that voice.
4. Strengthens local ownership, indigenous leadership and social cohesion.

1.1.13 Definition of CCE

CCE is a facilitated change process based on experience of how individuals and communities change their values, attitudes and practices for the better. Facilitators follow certain steps and use a set of tools to help communities talk about and act on their concerns. Facilitation ensures that the process of change is smoother and more robust, reducing the chance that people will return to detrimental practices and values.⁴

An effective facilitator requires a thorough understanding of how change occurs both at an individual and community level and how to support that process. The framework charts the process and skills required of facilitators to help communities identify the Underlying causes and impact of supporting women to participate in policy and decision-making processes at all level. It also equips facilitators with tools to identify means to address these causes.

1.1.14 Guiding Principles of CCE

The following ways of working are fundamental to the methodology⁵:

- ✓ Sensitivity to local, family and community experiences– working by invitation and commitment, not imposition
- ✓ Facilitation by peers rather than intervention of “experts”
- ✓ Gender sensitivity and a focus on the participation and inclusion of women and girls

⁴ *COMMUNITY CONVERSATION: Enhancing Communities Capacity to respond to HIV/AIDS: Dialogue facilitated by Nelson Mandela Foundation,2009*

⁵ *UNDP’s Community Capacity Enhancement Handbook*

- ✓ Mutual learning (between facilitators and the community, among community members, between communities and between organizations)
- ✓ Grounding in universal human rights
- ✓ Participatory approaches with space for listening, inclusion,
- ✓ Agreement and expression of concerns.
- ✓ Team formation for implementation at organizational and community levels
- ✓ Respect for difference and mutual trust
- ✓ Belief that communities have the capacity to identify needed change, “own” the change process and transfer their learning in this regard to other communities
- ✓ Facilitation of community conversations as spaces for interaction, change and transfer
- ✓ Working in partnership with NGOs and community-based organizations
- ✓ Willingness of facilitators to engage in a process of self-development

Session 2: Steps In Facilitating Community conversations

The facilitator should adhere to the following in ensuring the steps are taken into consideration

1. Relationship building

An environment is created during a community conversation where members of a community know each other by name and feel free to speak without fear.

Connections are created, experiences are shared for mutual learning between facilitators and Community members, and there is full participation by all members.

2. Identification of community concerns

Community concerns, needs and their underlying causes are identified. Facilitators apply appropriate tools to elicit full participation.

Strategic questions are posed to the community, and the facilitation team listens in return, giving feedback to speakers

3. Exploration of community concerns

This is a deeper examination of identified concerns, which are verified and connections between concerns made. Facilitators may use a four-quadrant framework, adopted from the work of Ken Wilber

4. Decision-making

The community identifies what needs to be done to address their concerns, using the “five friends of planning” tool (what, how, who, where, when). The community takes responsibility by identifying suitable community members to lead the process, also developing a community action plan.

5. Action/implementation

The community then prioritizes issues that require urgent attention and works with local structures to implement its plan.

6. Reflection and review

The community and the facilitators look back on their journey and reflect on what worked and what didn't. They then develop strategies for better results to adopt in the future.

Session 3: Tools Used In a Community Conversation

The following key tools are used at various stages of the methodology to support Community conversations:

- ✓ Community and facilitator walls
- ✓ Community documentation
- ✓ Analysis of community perspectives
- ✓ Community capacity
- ✓ Social capital
- ✓ Socio-cultural dynamics
- ✓ Community mapping
- ✓ Analysis of community maps
- ✓ Documentation
- ✓ Daily journal
- ✓ Five friends of planning
- ✓ Envisioning the future
- ✓ Historical timeline
- ✓ Reflection guide
- ✓ Storytelling
- ✓ Counting your losses
- ✓ Strategic questioning
- ✓ Transect walk
- ✓ Integral framework, adapted from Ken Wilber's Four
- ✓ Quadrants

Session 4: How to generate and nurture Community Conversations

- ✓ Select the questions and visuals that will be used with all the groups in your community conversations.
- ✓ Select planners from the starter group members who will take responsibility for all the preparations and coordination of the conversations.
- ✓ Create a visual plan of the conversations. This includes:
 - Choosing the groups that will be asked to be involved
 - Choosing facilitators and note takers for each group
 - Selecting times to meet with each group for the conversations
- ✓ Confirm availability of the facilitators and note takers
- ✓ Organize and conduct the training workshop for the facilitators and note takers
- ✓ Schedule the time with each of the groups for the conversations
- ✓ Gather the information from each of the conversations
- ✓ Synthesize the information gathered and prepare the information in a way that can be presented at the community summit

MODULE 3: LEADERSHIP SKILLS & EFFECTIVE PARTICIPATION IN DECISION MAKING

<p>Introduction</p>	<p>A leader is a person who has the ability to influence the community to work in harmony and to achieve a set goal in an organization</p> <p>This session aims at enhancing participants' knowledge on different leadership styles in any given community managed water project. The style of leadership is extremely important in any project aiming at full participation of all members in a liberating process and self-reliant development</p>
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Objective	By the end of the session, participants should be able to: 1. Appreciate the need for leadership; 2. Identify different leadership styles and their effect; 3. Identify different qualities of an effective leader.
Outputs	Participants can identify the qualities of an effective leader
Methodology	<ul style="list-style-type: none"> • Group discussions and plenary presentations • Q&A • Short presentation
Supporting Information	<p>Definition of leadership Leadership is the art of mobilizing, organizing, guiding and directing the resources of a group or team in order to achieve a defined goal. Leaders come in different forms/titles, for instance, presidents, prime ministers, kings, queens, pastors, chiefs, elders, chairmen, and committee members.</p> <p>Different Leadership Styles</p> <ol style="list-style-type: none"> 1. Authoritative : Characteristics: <ul style="list-style-type: none"> ✓ Meets the group and initiates a discussion on the agreed agenda. ✓ Calls for ideas but does not listen to the group members. ✓ Opposes and rejects the ideas of group members ✓ Imposes his/her decision on the group and then walks away. ✓ Group members grumble and show disapproval. 2. Democratic :Characteristics: <ul style="list-style-type: none"> ✓ The chairperson opens the discussion and gets ideas from all the group members. ✓ The merits and demerits of all proposals are discussed. ✓ Finally facilitates the group to reach consensus on the discussion agenda. 3. Passive (Laissez faire) : Characteristics: <ul style="list-style-type: none"> ✓ Opens the discussion but shows little or no interest in the discussion ✓ May be using mobile phone or reading newspaper an makes no suggestions, ✓ Approves everything said in the discussion (probably b nodding his head), ✓ Allows group members to talk as they may want and ✓ Finally the meeting ends without making a decision.
Qualities of an Effective Leader	<p>Group Exercise</p> <ul style="list-style-type: none"> • Divide participants into groups • Ask each group to brainstorm on the following; <ul style="list-style-type: none"> - Who is a leader? - How do you identify a good leader? - What are the qualities of a good leader? - Name 5 leaders you like and list the reasons you like them. • Each group to record the responses and present in a plenary session where the facilitator will bring out the aspects of leadership as discussed. <p>Through the discussion draw out the following points</p> <p>Qualities of a Good leader</p> <ul style="list-style-type: none"> • Acceptability - A person who commands respect and self-discipline.

	<p>Has good interpersonal relations and meets minimum community norms of good conduct.</p> <ul style="list-style-type: none"> • Job-Competence – Has a track record of exemplary performance in a skill area or areas. • Ability to listen – Listens patiently for meaning and understanding. • Tolerance – Has the ability to listen to and accommodate dissenting views and constructive criticism. • Delegation – willing and able to share responsibilities in order to build the potential of others. • Flexibility – open to change and reason. • Communicative Competence – Can influence others through logical and effective speech. • Empathy – ability to enter into others’ feelings as a way of understanding a situation. • Self-Organization – sets an example on personal orderliness. • Self-confidence – inspires confidence in others because he/she has the same. • Honesty – Can be trusted at all times. • Reliability – Is dependable on words, promises and deeds. • Impartial -is guided by fairness, truth and justice in making all decisions.
<p>Eligibility for Leadership as enshrined in Chapter six of the constitution</p>	<p>Ask participants to identify eligibility criteria for leadership positions (committee members and officials) of a community project.</p> <p>The purpose is to get the participants’ thinking about who should be eligible for leadership positions. [The facilitator should be aware that this may be uncomfortable for existing leaders if they do not meet the eligibility criteria proposed by the group. The facilitator should therefore put all the participants at ease about the discussion]</p> <p>Once the group has formulated the eligibility criteria, the facilitator should ask whether these criteria are reflected in the Kenyan Constitution</p>
<p>Leadership, Ethics and Integrity as enshrined in Chapter six of the constitution</p>	<p>By the end of the session the participant should be able to:</p> <ol style="list-style-type: none"> a) Explain the guiding principles of leadership and integrity. b) Appreciate the quality of good leadership integrity in public leadership. <p>Session Content: The guiding principles of leadership and integrity</p>

Module 4: EQUAL REPRESENTATION

Introduction

Equal representation of men, women and youth in projects is necessary, therefore the participants need to be aware of the reasons why it is important to fully involve women, youth and also men in decision making

Gender relates to both men and women. A gender based approach looks at the social differences between men and women to seek a balance, which optimizes the roles and responsibilities of both men and women.

Learning Objectives:

By the end of this session, participants will be able to understand:

- The definition of Gender
- How we internalize gender roles – A Riddle:
- How you define gender and sex and gender stereotypes

- How you define other terms and concepts.

Methodology

This session uses various exercises to help participants explore the impact of attitudes and prevailing practices in regard to gender and challenges the participants to reconsider the importance of equal representation in leadership.

Start by discussing the following with participants:

1. How we internalize gender roles – A Riddle:

A parent and young son were in an automobile accident. The parent was killed and the son who was critically injured was rushed to a hospital. As the attendants wheeled the unconscious boy into the emergency room, the surgeon on duty looked down at him and said “Oh my god, it’s my son!” who is the surgeon?

2. What do you think of the following statements?

a. Socially, femaleness means femininity, which means attractiveness, which means sexual attractiveness, which means sexual availability on male terms

Ask the questions: who does or uses what? How and why?

- How do gender norms, values, roles, and activities affect men and women?
- How do biological differences between the sexes affect men and women?

Session 1: Definition of Gender Concepts

Guidelines for Facilitators

Start by saying: Today everybody talks about gender. But when we really ask ourselves what gender means most people don’t have any idea.

Now ask participants to break into 7 groups and discuss the following:

1. What is Gender?
2. How would you define gender and sex?
3. What is Gender Analysis?
4. What is Gender Equality?
5. What is Gender Equity?
6. What is Gender Mainstreaming?
7. What is a Gender Sensitive Approach?

1. What is Gender?

Gender is a multidimensional concept that is generally associated with the term “sex”. Politically it is important to understand the difference in order to recognize gender stereotypes and not to confuse “gender” with “sex”. The biological sex is part of the male or female identity and is not the sole element that determines female or male identity. There are other factors like social class, ethnic background, age etc. In addition, what we learn about being a woman or man is determined through power relations that only allow us to act in a pre-determined way. With this activity the idea that our biological sex is not the only conclusive factor in our lives is communicated.

Gender refers to socially constructed rather than biologically determined roles of women and men, as well as the relationships between them in a given society at a specific time and place, while sex refers to the biologically determined difference and roles. The qualities, identities and behaviours expected from men and women are determined through the process of socialization.

Gender is an analytical category comparable to race; class, ethnicity, religious background etc. and it should be used in a similar way as an analytical tool. Just as race, class, ethnicity, religion and culture, gender constituted and still constitutes a basis for oppression and discrimination among individuals; the term gender captures a frequently invoked reason for inequalities between women and men, boys and girls.

2. How would you define gender and sex?

Gender is the social construction of masculinity and femininity. Sex refers to those characteristics of women and men that are biologically determined because society influences humans in developing masculine and feminine gender identities, women and men may be valued differently and thereby have unequal opportunities and life chances.

3. What is Gender Analysis?

Gender Analysis entails the examination and identification of processes of how, in a given context, relations between men and women are shaped and the various needs and experiences of each gender. The analysis is to be informed by how gender is also intertwined with and affected by other identities and realities such as ethnicity, class, race, religion, disability, culture. This makes gender a cross-cutting issue to be addressed through a mainstreaming strategy. Gender Analysis is also:

- A way to describe and analyze different needs, challenges, gaps, and opportunities to reach men and women
- A tool to identify the status, roles and responsibilities of women and men in society, as well as their access to and control of resources, benefits and opportunities.
- A framework to compare the relative advantages and disadvantages faced by women and men in various spheres of life, including the family, workplace, school, community and political system
- A set of standards to judge the potential impacts of gender on policies, programs and projects
- A systematic way of looking at the gender division of labour, and the access and control women and men have over inputs or resources required for their labour, and their benefits or outputs from it.

4. What is Gender equality?

Gender equality entails that women and men enjoy the same status, have equal conditions for realizing their full human rights and potential to contribute to national, political, social, cultural and economic development and to benefit from the results. It is therefore the equal valuing by society of both the similarities and differences men and women and the varying roles they perform.

5. What is Gender equity?

Gender equity is the process through which equity leads to equality, seeking to overcome historical and social disadvantages that prevent women and men from enjoying a level playing field in different spheres of life.

6. What is Gender mainstreaming?

Gender mainstreaming is a strategy for ensuring that both women and men benefit and reflects the understanding that equality is both a means and an end. Gender mainstreaming requires a focus on actual results in terms of gender equality in the areas of work at different levels.

7. What is a gender sensitive approach?

A gender sensitive approach recognizes that women and men differ in terms of both sex and gender. Such an approach has the potential to define appropriate interventions for men and women accordingly

End the session by saying:

Gender is not only a women's issue. Women cannot achieve gender equality by themselves. Men need to be involved if gender equality is to be achieved and programs advocated for are to succeed.

MODULE 5: STRATEGIES FOR ADVOCACY, LOBBYING AND CAMPAIGNING FOR WOMEN **Overview of the session**

This session provides guidelines on how to present: Strategies for Lobbying and Campaigning. It gives guidelines on how to plan your campaign and explains how to communicate your campaign messages. Tips for campaigning effectively and how to target relevant audiences are also given. But first of all we must answer the question why women must participate in political leadership.

Learning Objectives

By the end of this session, participants will be able to know about:

- Why women should participate in political leadership
- Why are campaigns necessary and How to Campaign
- Lobbying & Lobbying Tactics
- Getting Support
- How to write effective messages
- Drawing up slogans

Session 1: Why Should Women Participate In Democratic Politics?

1.1.15 Activity 1: Group Work

Guidelines for Facilitators

Now ask participants to break into 2 groups. Allocate one of each of the following questions to each group for a three-minute discussion. Each group should write their answers on flipchart paper and paste around the room.

- Why should women participate in democratic politics?
- Do women have a right to participate in politics?

1.1.16 Women Should Participate In Democratic Politics Because of the following reasons:

- Greater participation by women would bring new insights to all kinds of debates
- It is primarily a question of political justice and equality.
- There can be no true democracy or real participation in national development until we see equal numbers of women and men in all spheres of life including public decision-making.
- In Africa, for example, agricultural development funds have often been wasted because women farmers were not there to offer their knowledge and expertise when the plans were made.
- Women contribute to redefining political priorities, placing new items on the political agenda, which reflect and address women's gender-specific concerns, values and experiences and provide fresh views on mainstream political issues.

Women's right to vote and be voted for, has now become a 'must' feature of any democracy

In terms of absolute numbers, women who are eligible to vote are a potentially strong force. As a group they are quite capable of influencing the outcome of any election or referendum worldwide.

Firstly although women form the majority of the voting population and in theory have the same rights as men to vote or be voted for, or hold public office, in practice this right is not fully enjoyed.

- Democratic practice recognizes these rights and experts in development believe that women's participation in decision-making will ensure improvements in such basic services as health, education, housing etc.
- Pressure to address the imbalance has resulted in an increase in the number of women representatives in some countries. In Rwanda is in the lead with women holding 58% of seats. 19% of the UK House of Commons (it was as low as 7% before the 1997 general elections). In South Africa, women hold 24% of seats in Parliament. In Scandinavian countries, women hold up to 40% of seats. Norway, for instance has a 50/50 percent male/female representation in its cabinet and the Prime Minister is a woman.
- But there are still countries where women are either not allowed to vote at all, as in Kuwait and Afghanistan or are discouraged from voting even though they have voting rights.⁶

Activity 2: Why are campaigns necessary? After taking a few responses, ask participants to pick out the statements that are true. Campaigns are necessary to:

- Educate the public
- Change people's views
- Neutralize opposing views
- Gain position and power
- Stir up public outcry
- Check corrupt practices
- win over an undecided public
- help change laws and practices
- gain affection
- instill confidence
- influence the opposition

Note: Campaigning events make people know about your organization or party, attract new members and give your supporters confidence.

1.1.17 How to Campaign

Brainstorm how to prepare your campaign step by step. Write suggestions on flipchart then priorities and discuss, giving examples for each step.

Facilitator's Input

Target a group or audience: e.g. fellow students, men, women, housewives, and decision-makers.

⁶ *Breaking barriers empowering young women to participate in democratic politics: manual for facilitators*

State new behaviour or attitude you are trying to encourage: e.g. getting more women to vote, getting more women to contest elections, to get government to change its policy on women's rights

What resources do you have? - People, Time and Money

- People: could belong to your campaign team, your legal or Public Relations team
- Time : Spend it talking to people, visiting homes, handing out leaflets, holding press conferences, fundraising, lobbying, conducting research, doing interviews with the press, speaking in public, making new contacts,
- Money: Spend it on conducting research, travelling
- Printing leaflets, handouts and other publications, organizing meetings, press conferences, etc. but certainly not on giving bribes - though tips are acceptable for tasks carried out

1.1.18 The people are who can change laws or help you to achieve your goals

- Policy makers
- Members of Parliament
- Market Women
- Local Councilors
- Retired civil servants
- Employers
- Employees

Session 2: Lobbying

A lobby is a waiting room where people wait to meet others. When you lobby, you try to get a policy or decision-maker to change a policy or decision.

1.1.19 Lobbying Tactics

Where are decisions about your issue made?

- Nationally?
- Locally?
- At community level?

1.1.20 Who needs to be lobbied?

- Politicians or those in close contact with them?
- Organizations that have influence?
- Local community leaders?
- University authorities?

1.1.21 Personal Lobbying

- Get an appointment with the decision-makers.
- Decide whether your visit should include your support group or just you and one or two others, i.e. formal or informal meeting.
- Prepare your case well.
- Plan for a short meeting at which you will make your points at a given time.

1.1.22 Who influences the people you are going to lobby?

- Chiefs
- Youth groups
- Opinion leaders
- The media
- Voters

1.1.23 CAMPAIGNING TIPS

- Create a simple message for their campaign
- Create a slogan

1.1.24 Some rules for making simple messages

- Here are some rules for making simple messages.
- Clearly define what behaviour you are trying to promote. *Give one example.*
- Decide who you are trying to influence. *Give an example.*
- Determine whether new ways of behaving need new skills. *Does the behaviour above need new skills?*
- Learn about your audience's current beliefs. *Give two examples of audience beliefs from your own experiences.*
- Think about where they get their present ideas and information. *Give examples.*
- Find the right methods of communicating e.g. leaflets, posters, and meetings.
- Design a message, which is understandable, practical, brief and above all positive.
- Test your ideas with other people first, and evaluate the results. *Do this in your groups*

1.1.25 Some reasons why Campaign messages may not be understood or acted upon are:

The message may not reach the target audience - because you have used the wrong method of communication. *What would be a wrong and right method of communication for an illiterate audience?*

- People may receive the message but not understand it - perhaps you used the wrong kind of language. Give an example of the wrong language in a given situation
- People may receive the message but it may conflict with what they have been taught or what they know. Give one example of this.
- The message may be too negative. Give an example of a negative message. Make it positive.
- People may receive the information but do not know what to do about it - you gave them no practical advice. Write down one piece of information that needs practical advice to carry out.
- People may receive the information but not change their behaviour for very long - you have to repeat the message. Write a message that is meant to change a particular kind of behaviour.

Session 3: How to communicate Campaign Messages

- Do not make fabulous promises you know you cannot keep E.g. I promise to provide scholarships for every in-coming student at the college
- Tackle issues of public concern E.g. health, education

- Maintain a good rapport with the press E.g. invite them on campaign trips, hold regular press conferences.
- Get your facts right! Before you say anything, make sure it has been corroborated
- Be well informed of what the opposition is doing Do not be complacent or underestimate your opponent. Be certain that s/he has spies in your camp
- Establish a campaign team that will be readily available and led by a good campaign manager
- Handle negative situations without anger Even if you are insulted in public, try to rise above the situation

Note: repeat the message and slogan so it sticks

Module 6: BREAKING THE BARRIERS AND EMPOWERING WOMEN'S

Empowerment means that women have equal human rights - that women have equal opportunities to participate in political as well as social and economic life, and that they are able to participate in agenda-setting and decision-making as an important aspect of governance

Overview

This session provides guidelines on how to present: Breaking the Barriers: It describes the main barriers that prevent women from participating and goes on to identify ways of breaking those barriers and increasing women's participation in democratic politics

Learning Objectives:

- Explore challenges faced by women when they aspire to or participate in Politics and Governance
- Identify strategies for breaking the barriers and empowering women for effective participation

Session 1: Activity 1

Ask the Participants to break into two groups and discuss the major barriers that prevent women from participating in politics and governance both in their academic institution and nationally. Ask each group to present the outcome of their discussions.

1.1.26 Facilitator's Input

There are many barriers that prevent women from standing for parliamentary elections and in student politics. They vary in intensity from place to place. Until these barriers are removed the women who come forward as candidates will always be few in numbers and will not get the support they so badly need. Before the barriers are removed, they need to be identified.

These are

- Practical (lack of time, money or access to education and training) and
- Psychological (lack of confidence, fear of failure, and dislike of the culture of politics)

Redressing the political imbalance calls for strategic action to change the attitudes and beliefs that underpin discrimination.

Session 2: Factors identified by female aspirants as contributing to the small number of women being elected

- Intimidation by traditional rulers, members of parliament, ministers and the Independent Boundary and Electoral Commission
- Exclusion of women from the Electoral Commission
- Community resistance to women in leadership positions;
- Discriminatory practices within political parties.
- The male domination of existing political structures nationally and locally – from political parties to the traditional authorities, particularly in the north and east
- Many of the culture in Pastoral Communities are extremely resistant to women's participation in politics

Session 3: Barriers That Prevents Women from Participating In Leadership and Governance

We have identified the following ten barriers which prevent women from actively participating in politics and governance, which we refer to as the 10 Cs. The above, including the following, are barriers to women's participation in politics.

The overt barriers can be summarized as the 12 C's - **Culture-Caring-Cash-Confidence-Corruption-Co-operation-Constitutional Constraints-Context, Capability, Cautious, Coloniority and Cronyism.**

Culture

Traditional norms and patterns of conduct in a predominantly male society and stereotypical perceptions of the roles and responsibilities for men and women pose a strong barrier to women's participation and advancement in politics. Politics is traditionally viewed as a man's game. Women's disempowerment in Kenya is rooted in harmful traditional and discriminatory customary practices. In the Coastal and Northern Parts of this Country, traditional customs and cultural norms prevent women from becoming leaders. Such traditional customs and cultural norms are further reinforced by religion, especially Islam.

Women who reach high decision-making levels face negative attitudes ranging from reluctance to open hostility. Men and women are traditionally reluctant to support female aspirants for any public position to which men and women aspire. Similarly, political parties do not encourage female members to stand for any position of authority

Caring

Women continue to bear most of the responsibility for caring and domestic work within the family. The traditional woman's prime years are taken up with having babies and looking after young children. This coupled with hours spent in food preparation, child-care and maintaining the family in addition to earning an income, place heavy demands on women's time leaving little time for political activities. So juggling children and family responsibilities is a major obstacle to women deciding to enter politics.

Cash/Poverty

Since men are traditionally the breadwinners, women do not have the financial and other resources to enable them to run effectively for public office and win. The day-to-day struggle for existence leaves no time or resources to even consider a political career.

Candidates require money to campaign, money that women often simply do not have. Parties may provide political funding or support for candidates, but often candidates have to fund their own campaigns. Lack of resources is a particular problem for women in situations where politicians are expected to provide 'gifts' to voters in exchange for their support, especially in constituency-based elections.

Confidence

Many women lack the confidence and assertiveness to embark on a political career. The sharp divide between the public sphere, which is perceived as men's and the private sphere, which is perceived as women's makes it not surprising that many women lack the confidence and self-esteem to embark on careers that would expose them to competing with men.

Corruption

Corrupt practices, which today characterize all public activities, have precluded women (who by and large tend to shy away from anything that would shame them or their families) from exercising their rights on an equal footing with men. The culture of violence is characteristic of election processes in Sub-Saharan Africa.

Co-operation

A weak network of women's groups translates into a weak sense of solidarity among women themselves. Besides this, the usual high level of rivalry among women militates very strongly against their coming together as a strong force.

Capability

A certain level of education is often an informal requirement for candidates for political office. In Kenya, citizens are required to reach a certain level of education before standing for election.

The high level of illiteracy and poor education and negative images in the media about women's role make women reluctant to step forward into leadership roles.

They lack knowledge about the system, of how they could become politicians or how being in parliament could influence and change their everyday lives.

Constitutional Constraints

The constitution condemns and prohibits discrimination on the basis of factors including sex. Kenya ratified the CEDAW and is a signatory to the Beijing Declaration and Platform for Action that recommends Affirmative Action for the acceleration of women's political participation and it also has 2010 constitution that explicitly support the 2/3 gender rule but its implementation is quite slow.

Context

The "masculine model" of political life implies that men dominate the political arena and set the rules of the political game. Political life is organized according to male norms and values e.g. winners and losers, competition and confrontation rather than mutual respect and consensus building. This environment is often alien to women – so they either reject politics or participate in small numbers.

There is further a lack of party support – such as limited financial support for female candidates, limited access to political networks, and the prevalence of double standards. Women play important roles in campaigning and mobilizing support for their parties, yet they rarely occupy

decision-making positions in these structures. It is not known that any party has any strategy for equal representation in its executive; so far parties have not accepted any other system to increase the number of women holding party offices.

Cautious- Most women fear to take bold decisions to enter into political arena where the game sometimes is too tough and messy

Coloniority- Most of the Chiefs, DC's and Do's were male dominated. The decisions were made to reflect their wish and command which was not a favourite at all to women. This instill fear for a very long time to women not even talk about leadership or dare even questions the laws and principles that governs the leadership affairs.

CRONYISM is simply old boys' networks. Men take care of each other

Session 4: Right and Role of Women in Political Parties and Elective Politics

- It is a fact that women are the majority of voters and minority of candidates in elective politics in Kenya
- The numerical strength of women has not translated into representation in leadership and decision making positions due to a catalogue of historical, cultural, legal and political factors.
- Majority of women of Kenya in the past have been active in politics but as voters, mere manual workers, entertainers thus singers and dancers). However, this scenario is set to change completely with the numerous opportunities and protection of their rights and fundamental freedoms under the (CoK) 2010 and new political dispensation. We are likely to see a rapid increase in the number of women seeking elective positions at national and county levels during the forthcoming general elections and subsequent one and beyond.
- Women just like men who are citizens of Kenya should enjoy and exercise their constitutional rights enshrined in article 4(2) on multiparty politics, article 38 on political rights, article 90 on party list seats, article 91 on basic requirements of a political party and 92 on the legislation for political parties ,actualized and guaranteed by the Political Parties Act, No. 11 of 2011
- It is a constitutional right and political obligation for women just like men to actively and effectively participate in political parties, without fear, intimidation, manipulation and interference by anybody.
- Remember it is a criminal and electoral offence for a woman or any other citizen to become a member of more than one political party.
- Women should strive to occupy key positions of leadership in all registered parties and not to remain as ordinary members, voters and mere entertainers
- Ensure they occupy not less than 1/3 and not more than 2/3 of the governing bodies of the political party of their choice in line with the gender and affirmative action principle of the constitution and the Political Parties Act.
- Women just like other aspirants seeking elective and appointive positions must pass the integrity test in Chapter 6 of the Constitution of Kenya and fulfill other requirements set by the laws governing political parties and elections.

- Women should be active in party affairs, attend meetings, recruit members and promote the policies of their political parties and seek leadership positions within and outside their political parties.

Annexes

1.1.27 1. Proposed Training Timetable

DAY 1	
INTRODUCTORY SESSION	
8:30–8:45	Welcome
8:45–9:15	Participants' introductions
9:15–9:40:	Exercise
9:40-10:00	A Road Map to Inclusive Leadership
MODULE 1: Facilitation Skills For Tot's Necessary To Facilitate In The Community	
10:00–12:00	Session 1: Characteristics of a good trainer; Different ways of encouraging participation: Community Entry skills; Effective communication skills especially at the community level: Reporting/ report Writing
12:00–12:45	Session 2: Citizen participation in decision making

12:45–13:45	Lunch break
MODULE 2: Community Capacity Enhancement (CCE) Methodology	
13:45–14:00	Session 1: introducing the concept of Community Conversations : Guiding Principles Of CCE;
15:00–15:30	Session 2: Steps in Facilitating Community Conversations
15:30–16:45	Session 3: How to generate and nurture community conversations ;tools used in a Community Conversation
16:45–17:00	Wrap up
DAY 2	
8:30–9:00	Report Back From DAY I
MODULE 3: Leadership Skills & Effective Participation In Decision Making	
09:00–10:00	Session 1: Definition of leadership; Different Leadership Styles;; Qualities of an Effective Leader ; Eligibility for Leadership
10:00–10:45	Session 2: Choosing Leaders ; Chapter six of the constitution
10:45–11:00	Coffee break
MODULE 4: Equal Representation	
11:00–11:30	Session 1: What is Gender? ; Defining Gender and sex; Gender Analysis; Gender Equality; Gender Equity; Gender Mainstreaming;
11:30–12:30	Session 2: Gender Socialization & Culture; Gender Transformative Approaches
12.30–13:30	Lunch
MODULE 5: Strategies for Advocacy, Lobbying and Campaigning for women	
13:30–14:30	Session 1: tips for campaigning effectively and how to target relevant audiences; Explaining how to communicate campaign messages
MODULE 6: Breaking the Barriers and Empowering Women	
14:30–15:30:	Session 1: describing the main barriers that prevent women from participating in leadership; identify ways of breaking those barriers.
CONCLUSIONS AND EVALUATION	
15:30–16:00	Evaluation

1.1.28 2. Workshop Evaluation form

1.	Did you find the workshop useful?	Yes	No
2.	Were the objectives clear and challenging?	Yes	No
3.	Were the presentations		
a)	Clear	Yes	No
b)	Educative	Yes	No
c)	Relevant	Yes	No
4.	What would you consider the most relevant aspect of the workshop?		
		
		
		
		

5. What would you consider the most irrelevant aspect of the workshop?

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6. What topic did you find most interesting?

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7. What topic was irrelevant to you?

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8. Comment on the following:

V. Good Good Fair Poor

Meals:

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Venue:

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Facilitators:

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Training materials:

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General Organization of workshop:

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9. What are your recommendations for future workshops?

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10. Any other comments?

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1.1.29 Power Point Presentations



Inclusive
Leadership-PPP.pptx